



linking research to real life.

# Understanding and Addressing Challenging Behaviors of Individuals with Complex Needs

## Webcast Series Part Nine: Replacement & Related Skills

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## SINCE LAST WEBCAST: YOU COMPLETED SECTION 4

1 Individual Challenges Related to Behavior (To Help Identify Antecedents and Consequences)		3 Individual Strengths Related to Behavior (To Help Identify Strategies)	
Learning Challenges and Unlearned Skill Development		Learning and Skill Development	
Environmental Mismatch and Change		Environmental Mismatch	
Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns		Sensory/ Biological Preferences	
Social, Emotional & Communication Challenges		Successful Social, & Communication	
Difficult to Motivate & Nurture Interests		Motivation & Interests	

2 What are the Underlying Contributors to and Function of the Behavior (THE "WHY WORKSHEET")	4 WHAT'S MISSING?
<p>When _____ is faced with the stressors of these setting events _____</p> <p>and these immediate triggers _____</p> <p>he/she engages in the identified behavior (above) which results in this type of reinforcing consequence _____</p> <p>These identified factors result in the behavior serving the following function(s) or benefit(s) for the individual (1 or more):</p> <ul style="list-style-type: none"> <li>1 A Sensory Experience or Physiological Benefit _____</li> <li>2 A Desired Object, Person, Activity or Experience _____</li> <li>3 An Escape from an Undesirable Task, Activity, Person, etc. _____</li> <li>4 A Way to Communicate _____</li> <li>5 Other Functions _____</li> </ul>	<p>WHAT'S MISSING?</p> <p>Behaviors are indicators of a missing or needed skill that will address issues identified in Step 2.</p> <p>What skills does the individual need (that were NOT identified in Step 2) in order to change the behavior of concern?</p> <p>(Example: Social, Communication, Academic, Coping, Emotional Regulation, Self-help, etc.)</p>



## Step 5 Replacement (*Substitute*) and Related Skills

What **REPLACEMENT** skill needs to be taught to and used by the individual? This skill will serve the same **FUNCTION** as the behavior of concern (Step 2 and 4)

5

5

What **RELATED** Skills should be taught to improve the individual's access to and participation in LRE? (Step 4)

- Step 4 may include a *wide range* of identified skills that the individual needs to learn.
- Step 5 allows one to *narrow the focus* to include a replacement skill(s) and possible related skills

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You have a Droid  
smartphone ...and  
you lose it!!!



### **Possible Equivalent Replacement**



*The iPhone*

**Function:** Call, Internet,  
Pictures, Texting, Apps, Mail,  
etc.

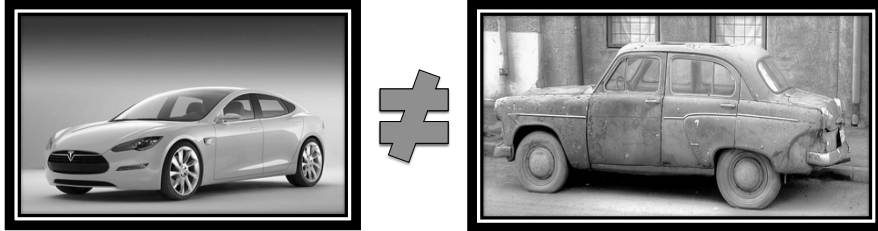
### **Possible Related Replacements**



**Function:** To make a Call

OCALI

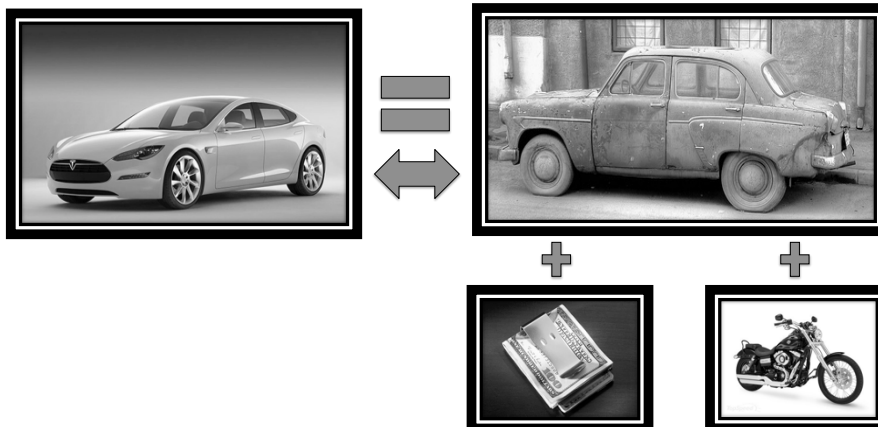
## Functionally Equivalent? (Are these “Substitutes”?)



Would you accept a trade?  
They are both cars (related) but are they equal?

OCALI

## “Accepting” Related Skills



OCALI

## Replacement Behaviors: “Equal Outcomes”

### Equivalent/Same

If Hitting = Escape from Academic Demands

An Equal and Substitute skill/behavior could be teaching:

- to “ask for a **“break”**”
  - to be **“done”**
  - to **“leave”**

### Related/Connected

If Hitting = Escape from Academic Demands

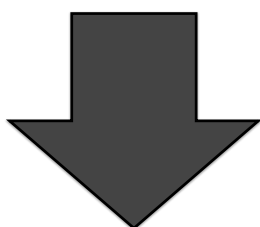
Related Skills could be teaching:

- to ask for **help**
- to **request a different math paper**
- the **desired academic skills**

.....but these are not equal

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## How to Identify Replacement Skills

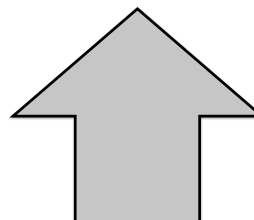


Look at the Function of the Challenging Behavior

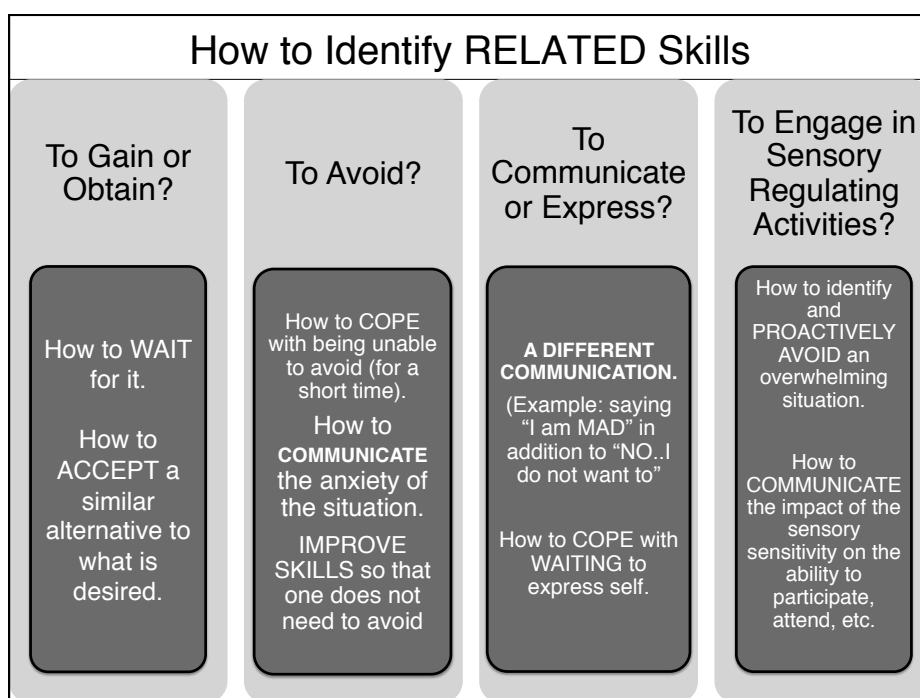
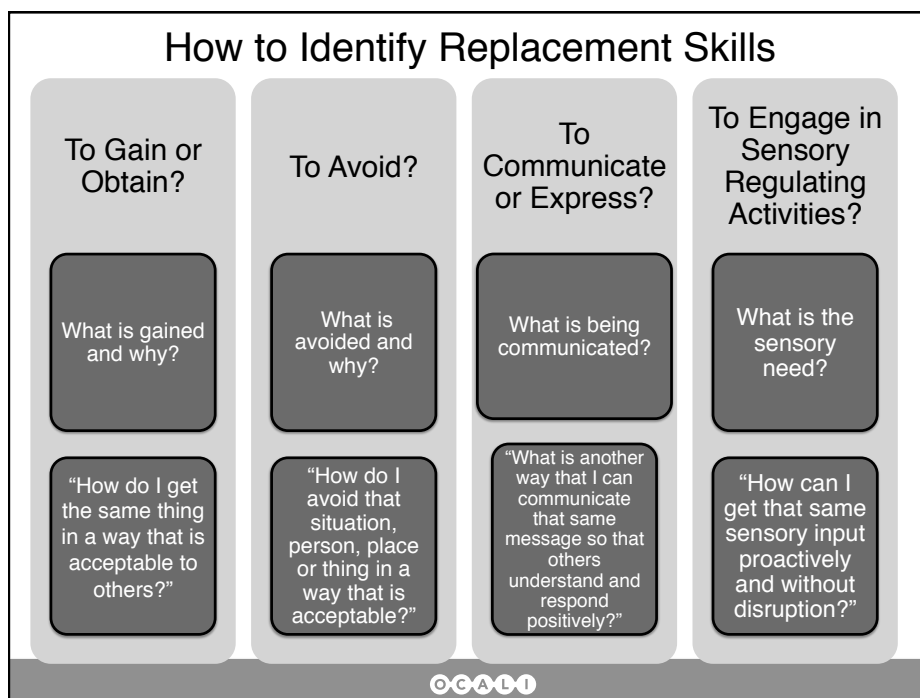
(The Why Worksheet)



Then identify a different way for the individual to achieve the same end result



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## Replacement/Related Example

You love to eat foods that are sweet.  
Cookies, cupcakes, chocolate anything. This  
is a behavior you want to change. Function?  
When you get stressed, you eat sweets to de-  
stress and release good feelings.



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## Replacement/Related Example Continued

- **Replacement:** Exercise (quick walk or bike ride)
  - Function match: Exercise can help to physically relieve stress and can release chemicals in the brain that bring good feelings
- **Related:** Talk to a friend; sweet fruits instead of candy; deep breathing; identify what is stressful and develop a plan to change it



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<p>What REPLACEMENT skill needs to be taught to and used by the individual? This skill will serve the same FUNCTION as the behavior of concern (Step 2 and 4)</p> <p><b>1. How to Ask for a Break/Leave Circle Time (EQUAL)</b></p> <p><b>2. How to Ask someone to leave her phone or not touch her (EQUAL/could be RELATED)</b></p>	<p><b>5</b></p> <p><i>Molly Screams loudly enough to interrupt the teacher's instruction to class</i></p>	<p>What RELATED Skills should be taught to improve the individual's access to and participation in LRE? (Step 4)</p> <p><b>Improve Molly's academic skills for circle time so that she is less likely to want to escape or leave the group (RELATED)</b></p>
<p><b>Interventions to Address Behavior</b></p>		
<p><b>Plan to Teach and Reinforce REPLACEMENT Skills</b></p>	<p><b>6</b></p>	<p><b>Plan to Teach and Reinforce RELATED Skills</b></p>
<p>INTERVENTION. Will a <u>specific intervention(s)</u> be used to teach the new skill? (EBP)</p>		<p>INTERVENTION. Will a <u>specific intervention(s)</u> be used to teach the new skill? (EBP)</p>
<p>LEARNING STYLE. What strategies or methods will be used to improve learning and skill development that <u>match the individuals learning style and need</u> (Step 3)</p>		<p>LEARNING STYLE. What strategies or methods will be used to improve learning and skill development that <u>match the individuals learning style and need</u> (Step 3)</p>
<p><b>WHAT'S MISSING?</b></p> <p>Behaviors are indications of a missing or needed skill that will address issues identified in Step 2.</p> <p><i>What skills does the student need (that were NOT identified in Step 3) in order to change the behavior of concern?</i></p> <p><i>(Example: Social, Communication, Academic, Coping, Emotions Regulation, Self Help, etc.)</i></p> <p><b>COPING SKILLS for sensory/social/environmental challenges,</b></p> <p><b>ADDITIONAL COMMUNICATION SKILLS for 1) expressing emotions and 2) to allow her to "break" or "escape"</b></p> <p><b>ACADEMIC SKILLS in some areas</b></p> <p><b>SOCIAL SKILLS to help her expand her successful interactions</b></p>		
<p>ENVIRONMENTAL MODIFICATIONS. What <u>modifications to the environment</u> (Step 1 and 3) will be necessary to achieve an environment that is supportive of learning new skills and may also <u>reduce setting events or triggers</u> in the way others act and react.</p>		<p>ENVIRONMENTAL MODIFICATIONS. What <u>modifications to the environment</u> (Step 1 and 3) will be necessary to achieve an environment that is supportive of learning new skills and may also <u>reduce setting events or triggers</u> in the way others act and react.</p>
<p>SENSORY. Will the individual require <u>sensory adaptations or interventions</u> (Step 1&amp;3) to promote learning and using the new skill or to reduce setting events and triggers (Step 2)?</p>		<p>SENSORY. Will the individual require <u>sensory adaptations or interventions</u> (Step 1&amp;3) to promote learning and using the new skill or to reduce setting events and triggers (Step 2)?</p>
<p>SOCIAL AND COMMUNICATION. What <u>social-emotional and communication supports</u> (Step 1 and 3) will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 2)? Interventions and Supports include modifications in the way others communicate to the individual.</p>		<p>SOCIAL AND COMMUNICATION. What <u>social-emotional and communication supports</u> (Step 1 and 3) will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 2)? Interventions and Supports include modifications in the way others communicate to the individual.</p>
<p>REINFORCE. Ways to add Motivation and Reinforcement (Step 3)</p>		<p>REINFORCE. Ways to add Motivation and Reinforcement (Step 3)</p>
<p>DATA. How will progress towards the new skill be measured (Data worksheet)?</p>		<p>DATA. How will progress towards the new skill be measured (Data worksheet)?</p>

## BEFORE NEXT WEBCAST: COMPLETE SECTION 5

<p>What REPLACEMENT skill needs to be taught to and used by the individual? This skill will serve the same FUNCTION as the behavior of concern (Step 2 and 4)</p>	<p><b>5</b></p>	<p>What RELATED Skills should be taught to improve the individual's access to and participation in LRE? (Step 4)</p>
<p><b>Interventions to Address Behavior</b></p>		
<p><b>Plan to Teach and Reinforce REPLACEMENT Skills</b></p>	<p><b>6</b></p>	<p><b>Plan to Teach and Reinforce RELATED Skills</b></p>
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